

## GRADE 7 – EARLY MODERN TO MODERN WORLD HISTORY AND GEOGRAPHY

---

In grade 7, students continue their thematic study of world history, cultures, and geography from the early modern period through present day globalization. In this continuation of grade 6, students gain an appreciation for the world's richness and diversity of societies and cultures while acquiring a fuller picture of how we as humans arrived in the present day. This background prepares them for their grade 8 study of civics, rights, and responsibilities and the deeper coursework they will engage with in high school.

### ***Inquiry Topics, Compelling Questions, and Standards***

#### **Inquiry Topic 1: The World in 1300 CE**

**Compelling Question:** What did the world look like on the eve of European colonization?

SS7.1.1: Population and geography of the world in 1300 CE

#### **Inquiry Topic 2: Global Convergence (1300 - 1850 CE)**

**Compelling question:** Did everyone benefit from exploration?

SS7.2.1: Voyages of exploration

SS7.2.2: Global commerce

SS7.2.3: The Atlantic slave trade

#### **Inquiry Topic 3: Impact of Ideas (1500 - 1750 CE)**

**Compelling question:** How can ideas change cultures?

SS7.3.1: Religious changes

SS7.3.2: Cultural and intellectual movement

#### **Inquiry Topic 4: Political and Social Revolutions (1750 - 1920 CE)**

**Compelling question:** How did political and social revolutions reorder the world?

SS7.4.1: Political revolutions

SS7.4.2: Economic reordering

#### **Inquiry Topic 5: Global Expansion and Imperialism (1850 - 1930 CE)**

**Compelling question:** Did imperialism affect everyone in the same way?

SS7.5.1: Imperialism and colonialism

SS7.5.2: Resistance to colonialism

## **Inquiry Topic 6: Global Wars (1917 - 1989 CE)**

**Compelling question:** Does anyone really win in a world war?

SS7.6.1: World War I (1914-1918)

SS7.6.2: World War II (1939-1945)

SS7.6.3: Cold War (1947-1991)

## **Inquiry Topic 7: Decolonization and Globalization (20th Century to Present)**

**Compelling question:** Is decolonization still occurring?

SS7.7.1: Decolonization and nation building

SS7.7.2: Globalization

## Standards Tables

### Inquiry Topic 1: The World in 1300 CE

Compelling Question: What did the world look like on the eve of European colonization?

<b>SS7.1.1 Population and geography of the world in 1300 CE</b> Analyze the status of population and power centers around the world in 1300 CE	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X						X	X	X	X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>How and why did geographical features such as water, mountains, and deserts influence where people settled?</li> <li>What was the role of the overland and oversea trade routes in connecting civilizations throughout Afro-Eurasia?</li> <li>What was the role of trade routes in connecting civilizations throughout the Americas?</li> <li>What role did each of the major religions play in the development of society and culture?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> major geographical features around the world (e.g., climate zones, bodies of water, mountains, deserts), and <b>analyze</b> the influence of geography on where people settled worldwide</li> <li><b>Identify</b> populations and political power centers of the world in 1300 CE, and <b>explain</b> the importance of the trade routes that connected those locations</li> <li><b>Identify</b> the five major world religions Hinduism, Judaism, Buddhism, Christianity, and Islam, and <b>analyze</b> their influences on society and culture in 1300 CE</li> </ol>											

## Inquiry Topic 2: Global Convergence (1300 - 1850 CE)

Compelling question: Did everyone benefit from exploration?

SS7.2.1 Voyages of exploration Argue the impact of European exploration and conquest across the globe on the people they encountered	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X		X			
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What were the practices and impact of European explorers around the world and how were they similar to and different from one another?</li> <li>• How did individuals or groups affected by European exploration and conquest respond?</li> <li>• What was the Columbian Exchange and how did it impact Indigenous population of the Americas?</li> <li>• What was the connection between colonization and genocide?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the cause, course, figures, and responses to expansion by the Portuguese, Spanish, English, and French along the coasts of Africa, into the Indian Ocean, and to the China coast, and <b>argue</b> the impact on the people they encountered</li> <li><b>Analyze</b> the cause, course, figures, and responses to Spanish conquests of the Incan Empire, Aztec Empire, and the Taíno people, and <b>argue</b> the impact on the people they encountered</li> <li><b>Analyze</b> the cause, course, figures, and responses to British colonization of Australia and New Zealand, and <b>argue</b> the impact on the Indigenous peoples of those lands</li> <li><b>Explain</b> the Columbian Exchange, and <b>argue</b> who benefited</li> <li><b>Identify</b> explorers (e.g., Admiral Zheng He, Marco Polo, Ferdinand Magellan, Vasco de Gama, Sir Frances Drake, Christopher Columbus, Hernando Cortes, James Cook), <b>analyze</b> the rationale behind their voyages, and <b>argue</b> the impact they had on existing populations</li> </ol>											

<b>SS7.2.2 Global commerce</b> Argue the influence of worldwide trade patterns in the expansion of territories and on societies and cultures	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X			X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What role did silver, sugar, and corn play in expanding trade patterns around the world?</li> <li>• What were the effects of the exchanges at Majorca and Calicut?</li> <li>• How and why did the gunpowder empires extend their power over people and territories?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> broad patterns of trade across the world in 1400 including the importance of corn, silver, sugar, and other goods with closer looks at trade and exchanges in Majorca and Calicut, and <b>argue</b> their influences on society and culture</li> <li><b>Analyze</b> the expansion of gunpowder empires (e.g., Mughal Empire in India, Safavid Persia, Ottoman Empire, and Ming China), and <b>argue</b> their influences on society and culture</li> </ol>											

<b>SS7.2.3 The Atlantic slave trade</b> Argue the impact of the solidification of the Atlantic system of slavery on Indigenous and African peoples	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X			X		X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the characteristics and conditions of enslavement in various times and places around the globe?</li> <li>● In what ways was the pre-European African slave trade to the Indian Ocean different from the Atlantic slave trade in the Americas?</li> <li>● What was the impact of the Atlantic slave trade on African and Indigenous peoples?</li> <li>● What is racialized slavery?</li> <li>● In what ways did enslaved peoples resist?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the characteristics and conditions of enslavement in different times and places around the globe (e.g., ancient Greece, ancient Rome, Han China)</li> <li>b. <b>Analyze</b> the characteristics and conditions of pre-European African slave trade to North Africa, Egypt, the Red Sea, and Swahili coast</li> <li>c. <b>Analyze</b> the development and expansion of the Atlantic slave trade and chattel slavery on European plantations in the Caribbean, North America, and South America and <b>argue</b> the impact on Indigenous and African peoples and who benefited from that impact</li> <li>d. <b>Analyze</b> the shift of enslavement from religious and culturally based to race based</li> <li>e. <b>Explain</b> resistance efforts by enslaved peoples including everyday actions, rebellions, maintaining culture, and building new traditions</li> </ol>											

## Inquiry Topic 3: Impact of Ideas (1500 - 1750 CE)

Compelling question: How can ideas change cultures?

<b>SS7.3.1 Religious changes</b> Argue the influences of religious transformations in the early modern period on society and culture	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How and why did religions change and spread during the early modern period?</li> <li>● What were the responses of ordinary individuals to religious changes around the world?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the Protestant Reformation, counter-Reformation from the Catholic Church, and the Spanish Inquisition, and <b>argue</b> their impact on society</li> <li>b. <b>Explain</b> the foundation of Sikhism by Guru Nanak in South Asia, and <b>analyze</b> its influence</li> <li>c. <b>Explain</b> the reformation of neo-Confucian teachings and practices of Wang Yangming in China, and <b>analyze</b> its influence</li> </ol>											

<b>SS7.3.2 Cultural and intellectual movements</b> Argue the global impact of cultural and intellectual movements in the early modern period	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X		X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the effects of the Renaissance?</li> <li>● In what ways were Enlightenment ideas a break from the past?</li> <li>● What were the effects of the Scientific Revolution and what modern ideas or technologies came from this period?</li> <li>● How and why did the cultural and intellectual movements affect ordinary people?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the ideas of the Enlightenment including concepts such the social contract, rule of law, citizenship, representation, liberty, equality, individual rights, and natural rights</li> <li>b. <b>Identify</b> advances in art and architecture during the Renaissance, and <b>argue</b> the impacts on society and culture</li> <li>c. <b>Explain</b> the historical roots of the Scientific Revolution in Greco-Roman rationalism, Jewish, Christian, and Muslim science, and Renaissance humanism, <b>analyze</b> their influences on astronomy, mathematics, engineering, and human anatomy, and <b>argue</b> the impacts on society and culture</li> <li>d. <b>Analyze</b> the technological advances of the time (e.g., the printing press, manufactured paper, microscope, telescope, thermometer, and barometer), and <b>argue</b> the impacts on society and culture and who benefited from those advances</li> </ol>											



## Inquiry Topic 4: Political and Social Revolutions (1750 - 1920 CE)

Compelling question: How did political and social revolutions reorder the world?

<p><b>SS7.4.1 Political revolutions</b> Argue the global impact of worldwide revolutions during the late 18th to early 19th centuries</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X								
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How were the American, French, and Haitian Revolutions similar and different?</li> <li>• How and why did many Latin American colonies gain independence during the early 1800s?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the similarities and differences in the causes, courses, and consequences of the American Revolution (1775-1783), the French Revolution (1789-1799), and the Haitian Revolution (1791-1803), and <b>argue</b> the impact on their respective societies</li> <li><b>Analyze</b> the 1780s Tupac Amaru Revolution of the Andean Indians and Mexican Independence in 1821, and <b>argue</b> the impact on Latin American nation building</li> </ol>											

SS7.4.2 Economic reordering Argue the impact of societal changes on global economies in the late 18th and early 19th centuries	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X				X		X	X	X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did the end of the Atlantic slave trade affect the continent of Africa?</li> <li>• In what way did the industrial revolution push the balance of political power out of the east and toward the west?</li> <li>• How did Egyptian reforms alter the place of Egypt in the Mediterranean world?</li> <li>• How did the East India Company influence the shifting economy and culture of India in the early 19th century?</li> <li>• How did the Opium Wars and the Taiping Rebellion change China’s position in the world?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the shift of African trade from the foreign slave trade to raw goods (e.g., palm oil and cloves) and the role of continued enslavement within Africa, and <b>argue</b> the impact of that trade</li> <li><b>Analyze</b> advancements and consequences of the industrial revolution in the late 18th and early 19th century, and <b>argue</b> who benefited</li> <li><b>Analyze</b> Egyptian reforms under Muhammad Ali after the French withdrawal in 1801 (e.g., reforms to the military, education, and agriculture), and <b>argue</b> the impact of those reforms</li> <li><b>Analyze</b> the influence and consequence of the East India Company on commerce, population centers, and culture in India and the shift to new colonial power centers (e.g., Calcutta and Bombay, and <b>argue</b> who benefited</li> <li><b>Analyze</b> the Opium Wars (1839-1860) and the Taiping Rebellion (1850-1864), and <b>argue</b> the impact on China’s economy, politics, religions, and its population and who benefited</li> </ol>											

# Inquiry Topic 5: Global Expansion and Imperialism (1850 - 1930 CE)

Compelling question: Did imperialism affect everyone in the same way?

<b>SS7.5.1 Imperialism and colonization</b> Argue the impacts of colonization by European powers on countries around the world in the late 19th and early 20th centuries	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X		X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What methods were used by western colonial powers to colonize areas around the world?</li> <li>• What did imperialist nations gain from their actions?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the definition and provide examples of imperialism, colonialism, and partitioning</li> <li><b>Analyze</b> the cause, course, and consequence of the imperial model of colonization in India by the British (e.g., shift from East India Company rule to British crown rule or “raj”), and <b>argue</b> who benefited from that movement</li> <li><b>Analyze</b> the cause, course, and consequence of partitioning Africa by Belgian, British, French, German, Italian, Portuguese, and Spanish in 1884, and <b>argue</b> who benefited from that action</li> <li><b>Analyze</b> the cause, course, and consequence of American colonization of Caribbean and Pacific Islands, and <b>argue</b> who benefited from that action</li> </ol>											

<b>SS7.5.2 Resistance to colonization</b> Argue the ways that global resistance to colonial powers led to societal and cultural change	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X		X			X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• How did Africans resist European Imperialism?</li> <li>• How did the Chinese resist British imperialism?</li> <li>• What were the causes and outcomes of the Mexican Revolution?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the cause, course, and consequences of anti-colonial uprisings in Africa (1874-1931) (e.g., Anglo-Boer War in South Africa, Maji Maji revolt, Nyasaland uprising, and Herero Uprising), and <b>argue</b> their impacts on the peoples affected</li> <li><b>Analyze</b> the cause, course, and consequences of the Boxer Uprising (1899-1901) as a response against foreign influence in China, and <b>argue</b> its impacts on the Chinese people</li> <li><b>Analyze</b> the cause, course, and consequences of Mexican Revolution (1910-1920) as a response to the feudal system of <i>la encomienda</i> and the unequal social structure, and <b>argue</b> its impacts on Mexican society</li> </ol>											

## Inquiry Topic 6: Global Wars (1917 - 1989 CE)

Compelling question: Does anyone really win in a world war?

<b>SS7.6.1 World War I (1914-1918)</b> Argue the global impacts of the cause, course, and consequences of World War I	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X		X	X			
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the causes of World War I, and what countries were or became involved?</li> <li>● How was World War I a total war?</li> <li>● What role did nationalism play in the Armenian genocide?</li> <li>● In what ways did World War I lead to political and nation-state changes around the world?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the causes of World War I including alliances between European powers, Russia, the Ottoman Empire and others, the political instability of the Balkans, and the reasons each country and state justified entry into the War</li> <li>b. <b>Analyze</b> the course of the War including tactics on the Western versus Eastern fronts, role of technological advancements (e.g., machine guns, poison gas, aircrafts, and high explosives), and the blurring of the roles of soldier and civilian</li> <li>c. <b>Analyze</b> the Armenian genocide from 1915-1916 and the role of the Near East Relief organization, and <b>argue</b> the impact on Armenian society</li> <li>d. <b>Analyze</b> the consequences, and <b>argue</b> the impacts of World War I (e.g., military and civilian casualties, the peace negotiations at Versailles, France, Woodrow Wilson’s “Fourteen Points” plan, the role of the League of Nations, the drawing of new nation-state borders and its impact on Western Asia (Middle East), the Balfour Declaration, and German reparations)</li> <li>e. <b>Analyze</b> how the Russian Revolution, including the rise of Joseph Stalin and the communist party, was a consequence of the War, and <b>argue</b> who benefited from these political changes</li> </ol>											

<b>SS7.6.2 World War II (1939-1945)</b> Argue the global impacts of the cause, course, and consequences of World War II	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X		X		X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Why did communism and fascism appeal to Europeans in the 1930s?</li> <li>● What was totalitarianism and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union?</li> <li>● What were the causes of the War, and what countries were or became involved?</li> <li>● How and why was the War mobilized on different fronts?</li> <li>● What conditions, ideologies, and ideas led to the Holocaust?</li> <li>● What were the consequences of the war on individuals, communities, and governments?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the definitions of totalitarianism, communism, socialism, fascism, and holocaust, and <b>analyze</b> where and why these ideas gained popularity</li> <li>b. <b>Analyze</b> the causes of World War II (e.g., the failure of the Weimar Republic, the rise of German Nazism and Adolph Hitler, installation of Italian Fascism and Benito Mussolini, a Militarist Japan’s Sino-Japanese War with China, and the invasion of Poland by Germany)</li> <li>c. <b>Analyze</b> the course of World War II (e.g., the Stalin-Hitler Pact of 1939, differences between Eastern and Western Fronts warfare, use of technology and <i>blitzkrieg</i> warfare, role of North Africa and Western Asia (Middle East), the Pacific theater tactics and consequences, and dropping of the atomic bomb)</li> <li>d. <b>Analyze</b> the nature and course of the Holocaust (e.g., the history of antisemitism around the world, Nazi ideology and politics, Nuremberg Laws, Kristallnacht, ghettos, concentration camps, killing centers, Jewish and non-Jewish resistance, Warsaw Ghetto Uprising, other Nazi victims including LGBTQIA+ individuals, persons with disabilities, Roma, and political activists, and the final solution), and <b>argue</b> its impact on the people of Europe</li> <li>e. <b>Analyze</b> the consequences, and <b>argue</b> the impacts of World War II (e.g., the loss of Jewish life and community, military and civilian casualties, the Nuremberg Trials, the Yalta Conference, division of Germany and Austria into Soviet and allied sectors, and the “Iron Curtain”)</li> </ol>											

<b>SS7.6.3 The Cold War (1947-1991)</b> Argue the global impact of the Cold War and its growth out of the events of World War II	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X	X					X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What ideologies led to the beginning of the Cold War?</li> <li>● How was the Cold War waged all over the world?</li> <li>● What was the role of new worldwide organizations during the Cold War?</li> <li>● How did the Cold War end?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the definition of the Cold War and the term “superpower,” and <b>analyze</b> the ideologies of the Cold War, the differences between capitalism and communism, and the arms race</li> <li>b. <b>Explain</b> the alignment of independent and colonized governments all over the world with either the Soviet Union or United States using the North Atlantic Treaty Organization and the Warsaw Pact</li> <li>c. <b>Analyze</b> the cause, course, and consequence of the Korean War (1950-1953) (e.g., the role of Soviet Union and China, 38th parallel, consideration of atomic technology, and the human cost of the conflict), and <b>argue</b> its impacts on the Korean people</li> <li>d. <b>Analyze</b> the cause, course, and consequence of the Vietnam War (1955-1975) (e.g., Ho Chi Minh’s, “Declaration of Independence of the Democratic Republic of Vietnam,” 1954 Geneva peace accords, Gulf of Tonkin Resolution, Operation Rolling Thunder, invasion of Cambodia and Laos, Tet Offensive, My Lai massacre, evacuation of Saigon), and <b>argue</b> its impacts on the Vietnamese people</li> <li>e. <b>Identify</b> other Cold War “hot spots” include Algeria, Afghanistan, Cambodia, Angola, Nicaragua, Guatemala, the Congo, Iran, Hungary, and Cuba, and <b>argue</b> the impact of their participation on civilian populations</li> <li>f. <b>Analyze</b> the role of new worldwide organizations and ideals (e.g., the United Nations, the International Monetary Fund, the Universal Declaration of Human Rights), and <b>argue</b> their impact on societies</li> <li>g. <b>Analyze</b> the Malta Summit (1989) and the fall of the Soviet Union (1991), and <b>argue</b> the impact of those events</li> </ol>											

## Inquiry Topic 7: Decolonization and Globalization (20th Century to Present)

Compelling question: Is decolonization still occurring?

<p><b>SS7.7.1 Decolonization and nation building</b> Argue the global societal and cultural impacts of the four types of decolonization</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X			X			
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What are the different types of decolonization?</li> <li>• To what degree were the goals of decolonized states achieved?</li> <li>• Why did decolonization turn violent in some places, and proceed peacefully in others?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the similarities and differences among the four types of decolonization - civil wars, wars of independence, negotiated independence, and incomplete decolonization</li> <li><b>Analyze</b> the Chinese civil war between Nationalists led by Chiang Kai-shek and Communists led by Mao Zedong, and <b>argue</b> its impact on the Chinese people</li> <li><b>Analyze</b> the Algerian war for independence from France including the role of the European settler population <i>colons</i>, and <b>argue</b> its impact on Algerians</li> <li><b>Analyze</b> the negotiated independence of India and Pakistan from Britain and African countries from the British, French, Portuguese, Spanish, Belgians, Italians, and Germany, and <b>argue</b> their impact on the Indian and Pakistani peoples</li> <li><b>Analyze</b> the incomplete independence of South Africa due to the presence of a large population of white settler colonialism, the institution of apartheid, and the role of Nelson Mandela and the African National Congress, and <b>argue</b> the impact of the movement</li> </ol>											



<b>SS7.7.2 Globalization</b> Argue the impacts of globalization on people and the environment	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X		X	X	X				
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What is globalization?</li> <li>• How did globalization lead to the spread of cultural influences around the world?</li> <li>• What problems were created by globalization?</li> <li>• How did globalization impact the environment?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the definition of globalization as the convergence of people, resources, and ideas around a common version of modernity</li> <li><b>Analyze</b> the increased migration to urban spaces, spread of television shows, films, and music, and the popularization of international sports such as football and FIFA, and <b>argue</b> their impacts on society</li> <li><b>Explain</b> the creation of global networks and international cooperations (e.g., North American Free Trade Agreement (NAFTA), transnational issues, G-8 and G-20 summits, Amnesty International, Greenpeace, nongovernmental organizations (NGOs), criminal and terrorist organizations), and <b>analyze</b> how they serve the international population</li> <li><b>Analyze</b> the problems created by globalization for individuals (e.g., child labor, low-wages and poor working conditions, and exploitation of workers) exemplified by the <i>Maquiladoras</i>, and <b>argue</b> the impacts on society</li> <li><b>Argue</b> the impacts of globalization on the environment (e.g., the Green Revolution, increased consumption of natural resources, rise in pollution, and climate change)</li> </ol>											